

Classroom PE KS2

KS2



Learning objective:

To develop accuracy and tactical understanding.

Success criteria:

Release the object with your hand pointing at the target.
Consider the power that you need to use.

Whole child objectives:

Social: I work co-operatively with others even when competing against them.

Emotional: I show honesty when completing challenges.

Thinking: I consider the outcome before making a decision.

Equipment:

2 x tables

33 x cones

4 x hoops

36 x beanbags

12 x small coloured balls

10

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Warm Up and Introduction

Even or odd?

Pupils begin standing in their own space. The teacher flicks through a book and asks a pupil to shout 'stop'. Whatever page number you land on, the pupil then adds those numbers together e.g. page 82 would be $8+2 = 10$. Pupils then complete that number of an exercise. If the number is even, pupils do star jumps e.g. 10 star jumps. If the number is odd, pupils do squats as the exercise.

Repeat changing the exercises.

30

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Skill Development

Accuracy games:

Ask pupils what the word accuracy means. Can they give you an example from a game/sport where accuracy is important? E.g. shooting in basketball. Tell the pupils that they will be taking part in different games that will help them to develop their accuracy. They will also need to consider tactics when playing the games in order to try to outwit their opponent.

What are tactics? Can they give you an example? E.g. I have moved my opponent to the net in tennis, I will now hit the ball to the back of the court to make this difficult for them to return the ball.

Top tips for accuracy:

Ask the pupils what they think will help them to be accurate:

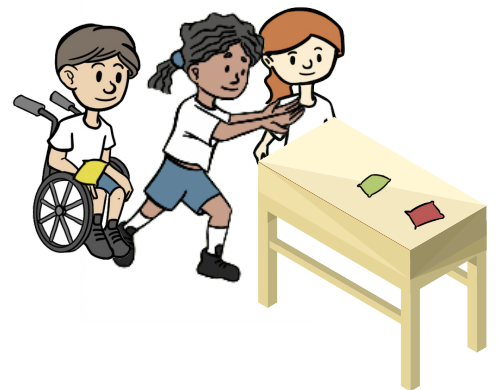
- Consider the power that you place on the ball/beanbag
- Finish with your hand pointing towards where you want the ball/beanbag to go

Accuracy games:

Pupils will work in threes at all stations apart from noughts and crosses where they will play in pairs. For each game, have two stations of the same game set up apart from noughts and crosses where you will need three games set up. Pupils work for approx. 5 minutes at each game. At each game, pupils will need to rotate who goes first.

- **Sliders:** for each game (2 games set up) you will need a table and three beanbags.

Three pupils play against each other. The object of the game is to get your beanbag as close to the edge of the opposite end of the table as possible. To do this, pupils take turns to slide their beanbag to the end of the table. If they slide the beanbag and it goes off the end of the table, they are out for that round and cannot win. For each round the winner gets a point. The first pupil to five points wins that game. Pupils can play as many games as possible in the time.



Pupils will need to take turns each round with who goes first.

Tactics: pupils can attempt to knock others' beanbags off the table. They will need to consider the risk and be careful that by doing this, their beanbag does not go off the table too.

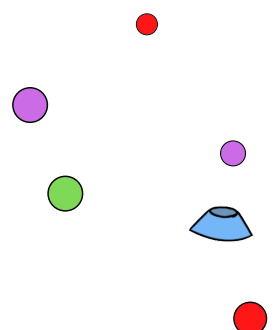
- **Boule:** for each game (2 games set up) you will need a cone and 6 balls (2 for each pupil of the same colour, e.g. 2 blue, 2 red and 2 green).

Three pupils play against each other. They place the cone as their target a few steps away. The object of the game is to get their ball as close to the target cone as possible. To do this, pupils take turns to roll their balls towards the cone. For each round the person with the ball the closest to the target cone wins. If a pupil has 2 of their balls closest to the target, they get 2 points. The first pupil to 7 points wins that game. Pupils can play as many games as possible in the time.



Pupils will need to take turns each round with who goes first.

Tactics: pupils can attempt to knock others' balls out of the way.



- **HORSE:** for each game (2 games set up) you will need 1 cone and 3 beanbags.

Three pupils play against each other. They place the cone as their target a few steps away. The object of the game is to get their beanbag to hit the target cone. To do this, pupils take turns to throw their beanbag towards the cone. For each round, if a pupil's beanbag is in contact with the target cone, they get one letter. The first letter they would get is 'H' the next letter 'O' and so on. The first pupil to spell out the word 'HORSE' wins the game. Pupils can play as many games as possible in the time.

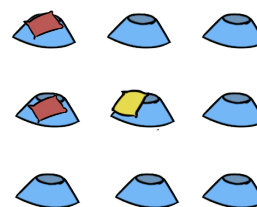


Tactics: consider whether it is more successful for you to slide or throw your beanbag for it to stay in contact with the target cone.



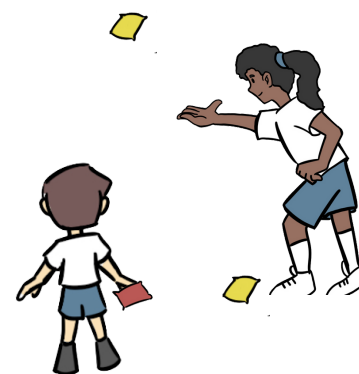
- **Noughts and crosses:** for each game (3 games set up) you will need 9 cones and 6 beanbags (3 of one colour and 3 of another e.g. 3 blue and 3 red).

Two pupils play against each other. They place the cones out to form a 3 x 3 grid. The object of the game is to get 3 beanbags in a row. To do this, pupils take turns to throw their beanbag towards the cones. Each time a beanbag contacts the cone, that cone is then taken. If a pupil gets 3 beanbags in a row, they win the game. Pupils can play as many games as possible in the time.



Tactics: consider which target cone to attempt to go for to be able to get 3 in a row or stop your opponent from getting 3 in a row.

Make this easier by using hoops instead of cones to make the target area bigger.



- **First to 20:** for each game (2 games set up) you will need 1 cone, 2 hoops and 3 beanbags.

Three pupils play against each other. They place the cone and hoops out with the cone the furthest away. The cone is worth 3 points, the middle hoop 2 points and the closest hoop 1 point. The object of the game is to get to 20 points first. To do this, pupils take turns to throw their beanbag towards the targets. If they get their beanbag into the hoop or touching the cone, they score that number of points. Pupils will need to keep their own score. Pupils can play as many games as possible in the time.

Tactics: consider whether to go for the closer and easier targets for less points or to risk going for the further and harder target.

Make this harder by saying that pupils have to finish exactly on 20 points. They will need to calculate which targets to go for.





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Plenary

Ask the pupils if they can identify someone that they played against who they thought used tactics effectively. What did they do?

Did you use a tactic that worked or didn't work? Why?

Why do you think tactics are important in games?